Assignment 2: Primary Source Analysis and Disciplined Inquiry

Maggie Faria

Activity #1:

Lewis & Clark’s Expedition to the Complex West

Disciplined Inquiry in the Social Studies:

• Teaching and Learning must have Purpose:

Students will identify various groups involved in land use and ownership in the West and learn that territorial acquisition required careful negotiation.

• Learning Means In-Depth Understanding:

Students will analyze primary sources demonstrating various political interests in the West, including the Spanish, French, British, and those of several Native American groups, and place them on a historic map of the West.

• Instruction Must Build on Students' Prior Knowledge:

This activity can be used as an introduction or for a closer study of the Lewis & Clark Expedition.

• People Learn Through Disciplined Inquiry:

Once students have moved documents to the map, as a class compile a list of all of the parties involved in the West. Ask students to recall mention of these groups from the documents.

• Teaching Means Scaffolding:

Ask students to look carefully at the map and model document analysis.

• Constructive Assessment:

Students will move documents to the map and describe what they see as the goals of the expedition.

Activity #2:

Comparing WWI Posters Urging Americans to Conserve Food for the War Effort

Disciplined Inquiry in the Social Studies:

• Teaching and Learning must have Purpose:

Students will analyze World War I-era posters urging Americans to conserve food. They will identify the target audience and determine how the US Food Administration tried to appeal to Americans to help the war effort.

• Learning Means In-Depth Understanding:

The two posters are identical except for the language in which each is printed - one is in English, the other Yiddish. Students may speculate that the U. S. Food Administration created these posters in different languages to appeal to different audiences, and that there were different immigrant groups in America speaking different languages

• Instruction Must Build on Students' Prior Knowledge:

This activity is intended as a warm-up or introduction to home front war efforts during WWI.

• People Learn Through Disciplined Inquiry:

Ask students to infer what immigrant groups were in America at the time based on the languages in which the posters were published. Tie this to the influx of immigrants from southeastern Europe around the turn of the century.